

DANCE KS3

How do we assess at KS3?

Year 7 Baseline Assessment: When students arrive in year 7 a baseline assessment will be undertaken in order to make an accurate assessment on each individual student's current level of ability in Dance.

Each year 7 class will undertake the following baseline assessment: Students will be required to perform a set dance sequence and work as part of a team to create movement material based on a visual stimulus. This will aim to assess student's performance and creative ability in Dance.

3	+	<ul style="list-style-type: none"> I can understand and demonstrate the meaning of my dance I can perform with control and accuracy I can perform with good timing and spatial awareness 	<ul style="list-style-type: none"> I can vary my use of space and dynamics. I can create a motif using a range of actions, dynamics, space and relationships I can incorporate a range of different actions into a Dance 	<ul style="list-style-type: none"> I can talk about skills and techniques and how these are shown in my work and other people's work I can discuss the ideas shown in Dance and explain how these could be developed I can describe how actions, space, dynamics and relationships are used to show a stimulus
2	+	<ul style="list-style-type: none"> I can perform a Dance with greater control of my body and with smooth, well-co-ordinated actions I can Dance using different pathways, working in a sequence with others, sometimes repeating movements. I can remember and perform short dances 	<ul style="list-style-type: none"> I can select and link together simple actions to create a short dance with a strong starting and ending position I can develop my work using simple choreographic devices (eg. canon and unison, direction, levels and repetition) I can work confidently in a group 	<ul style="list-style-type: none"> I can identify and describe actions in my own and others dances I can reflect on and evaluate my own work and other people's work I can say how things can be improved using Dance terms
1	+	<ul style="list-style-type: none"> I can Dance moving in different pathways using different speeds and directions I can work well with a partner, small group and as part of the whole class I can use my body to copy and repeat set movements 	<ul style="list-style-type: none"> I can make up a dance, linking movements I can make up a Dance with a clear beginning, middle and end I can copy a taught routine 	<ul style="list-style-type: none"> I can talk about ways to improve the Dance and suggest how this could be done I can identify different types of Dance I can talk about my work and other people's work

What happens next? Following the initial assessments students will be given a grade (1-9) for Performance and Choreography. A grading criteria has been created to allow students to monitor their progress from KS3-KS4. Assessment criteria for each grade (1-9) is indicated so that students can clearly see what they are doing well and what the next steps are in order for them to progress.

How is feedback monitored?

A Dance assessment record is used:

- To allow students to monitor their progress in a formative way making reference to the grading criteria. They can check what they have to do to achieve the next grade up.
- To create a dialogue between students and teachers. Within Dance the most common form of feedback is through verbal discussions with individual students on a daily basis.
- To increase the awareness of grades and targets.
- Getting to know the students and their Dance achievements not only in school but outside of school.
- Monitoring student's commitments to extra-curricular clubs and rewarding dedication and commitment.

YEAR 7 DANCE ASSESSMENT RECORD

NAME: _____ FORM: _____

SKILLS & OVERALL TARGET KEY: BLUE = TOWARDS YELLOW = AT GREEN = BEYOND

Baseline Assessment Grade:		END OF YEAR 7 TARGET:			
UNIT 1: Dance Actions		UNIT 2: Poetry		UNIT 3: Still Life at the Penguin Café	
SKILL 1: Movement memory	Self assess STUDENT GRADE Self assess STUDENT EFFORT	SKILL 1: Physical skills Posture, alignment, coordination, balance, mobility, core stability, control, extension, isolation	STUDENT GRADE: EFFORT:	SKILL 1: Ability to perform in the style of the professional work Still Life at the Penguin Café	STUDENT GRADE: EFFORT:
SKILL 2: Confidence	TEACHER GRADE: TEACHER EFFORT:	SKILL 2: Accuracy of movement Performing the movements correctly including: Actions, dynamics, timing, spacing and relationships	TEACHER GRADE: EFFORT:	SKILL 2: Accuracy of movement Performing the movements correctly including: Actions, dynamics, timing, spacing and relationships	TEACHER GRADE: EFFORT:
SKILL 3: Ability to create your own dance actions	TARGET GRADE FOR NEXT UNIT:	SKILL 3: Selection and use of appropriate action, space and relationships to <u>glue</u> the theme of your chosen poem	TARGET GRADE NEXT UNIT:	SKILL 3: Selection and use of appropriate action, space dynamics and relationships to <u>show</u> the theme of the professional work	TARGET GRADE NEXT UNIT:
On Target?	Do you do any Dance outside of school?	On Target?	PROJECT Homework:	On Target?	PROJECT Homework:
END OF YEAR 7 GRADE:					

Teacher feedback – Next Steps

This page shows you the areas you need to focus on to improve your work in each unit studied

UNIT 1: Dance Actions	UNIT 2: Poetry	UNIT 3: Still Life at the Penguin Café
Be more confident in your abilities <input type="checkbox"/>	Add more of your own dance ideas <input type="checkbox"/>	Add more complex dance moves <input type="checkbox"/>
Work on your movement memory <input type="checkbox"/>	Make your movements flow more <input type="checkbox"/>	Add more complex contact moves <input type="checkbox"/>
Know the movements for yourself <input type="checkbox"/>	Add more complex dance moves <input type="checkbox"/>	Make sure every decision you make links to your stimulus <input type="checkbox"/>
Make your movements flow better <input type="checkbox"/>	Make sure every decision you make links to your stimulus <input type="checkbox"/>	Select key material from the professional work and make it your own <input type="checkbox"/>
Make your movements and timing clearer, more accurate and controlled <input type="checkbox"/>	Make your movements and timing clearer, more accurate and controlled <input type="checkbox"/>	Improve your team work skills <input type="checkbox"/>
Be more focused in performance <input type="checkbox"/>	Be more focused in performance <input type="checkbox"/>	Work on adding your own interpretations by adding facial expressions to show emotion <input type="checkbox"/>
Add more expression and interpretation by adding more strength and enjoyment into your piece <input type="checkbox"/>	Show mood & atmosphere by adding more changes of emotion: scared, sad etc. <input type="checkbox"/>	Be more focused in performance <input type="checkbox"/>
Work on showing the correct alignment through your body <input type="checkbox"/>	Make your structure clearer with a beginning, middle & end <input type="checkbox"/>	Make your movements and timing clearer and more precise <input type="checkbox"/>
Work on interacting with the music more by picking out the highlights and performing to them <input type="checkbox"/>	Interact with other performers more <input type="checkbox"/>	Make your work more structured by using repetition, transitions and climax <input type="checkbox"/>
Have more sensitivity to other dancers around you <input type="checkbox"/>	Use more choreographic devices such as canon, unison, change direction, change the levels or use repetition <input type="checkbox"/>	Make your movements flow better <input type="checkbox"/>
Show more spatial awareness <input type="checkbox"/>	Think about changing the spacing by using a variety of formations and pathways in your piece <input type="checkbox"/>	Think about the message you are telling when you are dancing <input type="checkbox"/>
Develop your team work skills <input type="checkbox"/>	Work on having clear lines through your body <input type="checkbox"/>	Interact with other performers more <input type="checkbox"/>
		Use more variety in dynamics slow/ fast/ soft/ sharp and smooth/ jerky <input type="checkbox"/>

What does assessment look like to a student?

Once students have received their baseline score they will set themselves a **target on a termly basis** linking to the teacher feedback sheet and making reference to the grading criteria. At the end of each term their target will be **reviewed**. This target may be carried on to the next term if they feel that they haven't quite achieved it or they may challenge themselves further by making their next target one that is higher up on the assessment criteria.